

Taking a trauma-responsive approach to community care

Jan 3 & 5, 2024



evergreen

Learning and Teaching Commons @ The Washington Center

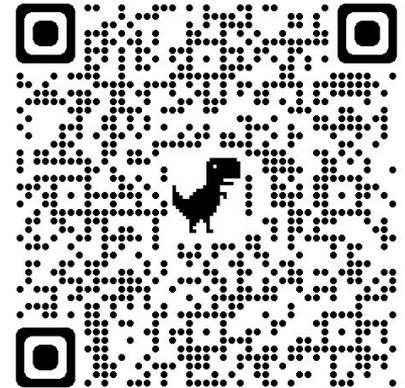
learning-centered | equity-minded | inquiry-oriented | committed to access and excellence



Planning Outline

- 1:00-1:05 Welcome
 - Agenda Overview - John Caraher (written questions)
 - Grounding and moment of silence - Jaime
- 1:05-1:20 Updates on response and communications - Dr. Carmichael (no powerpoint)
- 1:20-2:15 Mini workshop: Taking a trauma-responsive approach to community care - Timothy Corvidae & Julie Russo
 - How trauma and stress impact the brain
 - A trauma informed crisis response (advice guide)
 - Scenarios
 - Worksheet for your own plan.
- 2:15-2:30 Closing - John Carmichael

DOWNLOAD
HANDOUT ->



AGENDA

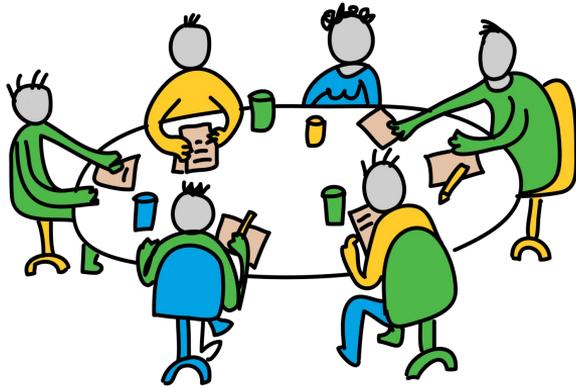
- I. Welcome & Introduction
 - *John Caraher & Jaime O'Connor*
- II. Updates
 - *John Carmichael*
- III. Mini-workshop: Taking a trauma-responsive approach to community care
 - *Timothy Corvidae, Jaime O'Connor, Julie Russo*
- IV. Closing
 - *John Carmichael*

It is time to move towards ways of being that are focused on listening to each other deeply and accepting each other, whole. We need to learn ways of being in space together that help us see beyond false constructs of superiority and inferiority without asking us to sacrifice what has shaped us. We need to study being receptive and nonjudgmental with each other, letting the earth and community hold us until we remember we already belong.

adrienne maree brown

Holding Change: The Way of Emergent Strategy
Facilitation and Mediation

Facilitator Role



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As neutral as possible



Support you to do your
best collective thinking



Caveat: Time

Facilitator Asks

Conversation guidelines developed by Dr. Larry Roper and remixed from JuliA Metzker

Engage

- Listen to understand
- Move forward, step back, invite others

Care

- Be on each other's side
- Manage each other's reputation

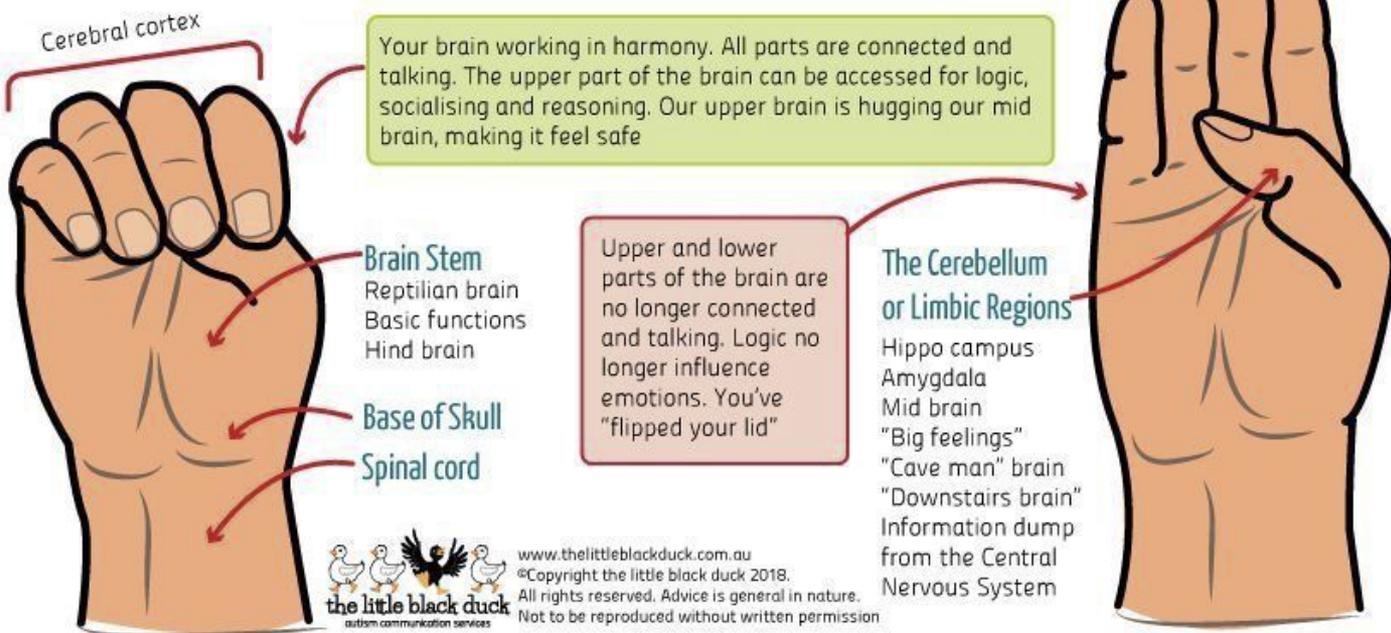
Commit

- Seek inclusive solutions that meet everyone's needs
- Assume responsibility for the outcome

The Hand Model of the Brain

What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



The Window of Presence

High Arousal: Fight or Flight

Emotional Signs: Anxious, scared, distracted, defensive, angry, irrational, "flipped out". Feeling hijacks thinking.

Physical Signs: Heart and breath rates rev up, jittery, twitchy, shaky, hard to stay still, hot, adrenaline rush, feeling split off from the body.

The High Arousal Edge

Inside the Window of Presence

This green window represents emotional and physical experience that we can tolerate without "going off" into upset, flip out or shutdown. Within this range of intensity we can stay present, grounded, oriented in space and time, and able to think, feel and communicate. Our nervous system does not hijack our consciousness in threat responses like fight, flight or freeze. (Siegel, 2001).

Emotional Signs: Oriented to present time situations and relationships; Able to think and feel at the same time; Emotions are available, but also containable.

Physical Signs: Heart and breath rates support current activity; Able to move or hold still; Connected with comfortable or tolerable energy and sensation in the body. Emotions and physical responses may or may not be strong, but they remain tolerable.

The Low Arousal Edge

Low Arousal: Freeze

Emotional Signs: Numb, hopeless/helpless, frozen in fear or shame, confused, spaced out, hard to think or feel or talk, no initiative.

Physical Signs: Heart and breath rates go down, drowsy, shut down, immobilized, cold, rigid, feeling split off from the body.

START HERE (Handout)

Acknowledgement matters.

- When a collective traumatic event has occurred, recognize it. Don't sweep it under the rug.

Find your calm.

- Take time before class to ground yourself with breathing exercises or a body scan.
- In a hot moment, take time to collect yourself before you respond.

Be prepared to listen. Don't fix or defend.

- Adopt protocols such as talking circles that give people opportunities to speak without challenge.
- Don't critique students' responses to a traumatic event.
- Avoid "fixing" or getting defensive.

Eight Principles of Trauma-Informed Teaching

1. **SAFETY**: Work to ensure your students' emotional, cognitive, physical, and interpersonal safety.
2. **TRUST**: Foster trustworthiness and transparency through connection and communication among students.
3. **SUPPORT**: Intentionally facilitate peer support and mutual self-help in your courses.
4. **MUTUALITY**: Promote collaboration and mutuality by sharing power and decision-making with your students.

Eight Principles of Trauma-Informed Teaching

5. CHOICE: Empower voice and choice by identifying and helping build on student strengths.
6. SELF-REGULATION: Empower your students to self-regulate by teaching them about the biology of learning.
7. PURPOSE: Impart to your students the importance of having a sense of purpose.
8. CULTURE & IDENTITY: Pay attention to cultural, historical, and gender issues.

Scenarios

A student/staff member is crying and has an angry outburst.

A student/staff member asks to be excused from class/work to attend a protest on red square.

A student/staff member is worried about a grieving friend.

A student is afraid to live in housing.

Drop-in at the LTC

Learning and Teaching Commons Staff will be available for drop-in sessions at the following times:

- Thursday, January 4, 10 - 3 pm
- Friday, January 12, 10 - 3 pm
- Online by appointment. Schedule: learningandteaching@evergreen.edu

Community Care Resources

Campus Tragedy Information <https://www.evergreen.edu/campustragedy>

Student Wellness Services <https://www.evergreen.edu/student-life/health-wellness>

- Weekly Grief Support meeting Mondays, January 8 - March 11, 3 - 4 pm in the Social Justice Center.

Employee Assistance Program

<https://des.wa.gov/services/employee-assistance-program>

- Faculty and staff have access to the Employee Assistance Program (EAP). These resources include 24/7 support via phone at 1-877-313-4455.

Learning and Teaching Commons <https://sites.evergreen.edu/ltc/>